



EFFECTIVENESS OF INFORMATION BOOKLET ON KNOWLEDGE REGARDING STRESS AND COPING STRATEGIES OF NURSING STUDENTS IN SELECTED COLLEGE, BANGALORE

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ABSTRACT

Introduction: - Stress, first coined in the 1930s, has become a common place of popular parlance in more recent decades. Stress could be defined simply as the rate of wear and tear on the body systems caused by life. It occurs when a person has difficulty in dealing with life situations, problems, and goals. Stress has physical, emotional, and cognitive effects. Although everybody can adapt himself to stress, not everyone responds to similar stressors the same.[1]

The word stress is derived from the Latin word "stringy", which means, "to be drawn tight". Stress can be defined as any factor that threatens the health of the body or hurts its functioning, such as injury, disease, or worry. According to Randy and David, "Stress is the subjective feeling produced by events that are uncontrollable or threatening." Constant stress brings about changes in the balance of hormones in the body which may lead to the situation or thought that makes us feel frustrated, angry, nervous, or anxious.[2]

Design:-True-experimental design (one group pre-test post-test design) was used for this present study of effectiveness of information booklet on knowledge regarding stress and coping strategies of nursing students in selected college, Bangalore. 60 Nursing students were recruited by non-probability simple random sampling technique. Necessary administrative permission was obtained from concerned authority. Structured interview schedule was used to elicit the baseline data and structured questionnaires were used to elicit the knowledge of nursing students regarding stress & coping strategies.

Setting:-The study was conducted in selected Nursing

College, Bangalore, 60 samples were selected for the present study.

Result: - The study revealed that among 60 nursing students, 20 (33.34%) nursing students had adequate knowledge, 40 (66.66%) nursing students had moderately adequate knowledge & there was no inadequate knowledge found in the post-test score. The mean pre-test knowledge score of nursing students was 17.81, whereas the mean post-test knowledge score was 22.56. The obtained 't' value was 16.05 which was found statistically significant 0.05 levels. **Conclusion :-** The study concluded that the Information booklet on knowledge regarding stress & coping strategies among nursing students from selected nursing college, Bangalore carried out, the study was found to be effective in the improving knowledge of nursing students as evidenced by the significant change between pre-test and post-test knowledge score.

KEYWORDS:-Effectiveness, Information Booklet, Knowledge, Stress, Coping Strategies, Nursing Students..

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INTRODUCTION

Stress is defined, as the relationship between the person and the environment that is appraised by the person as taxing or exceeding the person's resources. Stressors are disruptive forces operating exposed to, through a stimulus or stressor. Stress is also the appraisal



or perception of a stressor. [3]

Stress is a natural phenomenon that everyone experiences in his or her life time and is caused by stress-causing factors or stressors. Constant stress brings about changes in the balance of hormones in the body which may lead to the situation or thought that makes us feel frustrated, angry, nervous, or anxious. [4]

Stress is considered neither good nor bad. Distress is the most common and identifiable type that is considered bad. People experience stress as either being acute, which is generally abbreviated, or chronic which continues over a prolonged period. Stress is a part of everyone's life. Stress for short periods may not affect you but stress over time may cause or make some illnesses worse, such as heart diseases, stroke, high blood pressure, diabetes, irritable bowel syndrome, asthma, arthritis. Other common disorders linked to the psychological state are eating disorders, tension headaches, migraines, muscle spasms, chest pains, excessive menstrual cramps, acne, rapid or irregular heart rate, intestinal ulcers, frequent urination, and rheumatoid arthritis flare-ups. Mental health problems – depression and anxiety may be the result of chronic stress. [5]

Stress affects the mind, body, and behavior in many ways, and everyone experiences stress differently. Long-time stress among student nurses or prolonged stress can cause memory problems and the inability to concentrate in the studies. Sometimes they feel chest pain, rapid heartbeat, depression, general unhappiness sleeping too much or too little, or whenever something goes wrong. It may even lead to burnout. Clinical practice has been identified as one of the most anxiety-producing components in nursing programs. Lack of experience, fear of making mistakes, difficult patients, discomfort at being evaluated by faculty members, worrying about giving patients the wrong information or medication, and concern about possibly harming a patient are just a few of the stressors for a student nurse.[6]

Coping responses can be described as positive or negative and as reactive (i.e., reacting to an individual's thoughts and feelings) or active (dealing with actual stressful situations or events). Active or reactive coping responses can be positive or negative, depending on the situation and the content of the response. The coping process is an important aspect of the person-environment interface. The kinds of coping strategies used in a given situation are a function of individual differences in personality or experience as well as characteristics of the situation. Problem-focused coping strategies are designed to help people live longer, feel better and avoid having self-defeating thoughts. They assist people to understand themselves. This type of intervention targets individual thoughts as a cognitive process. It is based on the theory that changes in our emotions and behaviors are determined by our thoughts about events that occur. People are often disturbed by their view on the perception

of events rather than the events themselves. By being able to change the way that one thinks about things, then one can be able to change the way that they also feel about them. Cognitive-behavioral coping strategies are the most effective methods to reduce stress. [7]

College students experience high stress at predictable times each semester due to academic commitments, financial pressures, and a lack of time-management skills. Moreover, regardless of the year in school, college students often deal with pressures related to finding a job or a potential life partner. These stressors do not cause anxiety or tension by themselves. Instead, stress results from the interaction between stressors and the individual's perception and reaction to those stressors. Other potential sources of stress for college students include excessive homework, unclear assignments, and uncomfortable classrooms. In addition to academic requirements, relations with faculty members and time pressures may also be sources of stress.[8]

Thus, academic stressors cover the whole area of learning and achieving, as well as adjusting to a new environment, in which a great deal of content must be assimilated in a seemingly inadequate period. Moreover, excessive stress may lead a student to drop out of college. If stress is not dealt with effectively, feelings of loneliness and nervousness, as well as sleeplessness and excessive worrying, may result. Stress intervention programs must be designed to address stress in college students. To design effective intervention programs, it is necessary to identify the stressors specific to college students. Student perception of high-stress levels can lead to poor academic performance, depression, attrition, and serious health problems. Methods to reduce student stress often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits.[9]

STATEMENT OF PROBLEM

“A study to assess the effectiveness of information booklet on knowledge regarding stress and coping strategies of nursing students in selected college, Bangalore”.

Objectives:

1. To assess the pre-test stress level of nursing students in selected colleges, Bangalore.
2. To assess the post-test stress level of nursing students in selected colleges, Bangalore.
3. To determine the effectiveness of information booklet on stress and coping strategies of nursing students in selected colleges, Bangalore.
4. To find the association of post-test knowledge regarding stress and coping strategies with selected demographic variables.



HYPOTHESIS

H₁:- There will be significant difference between pre-test and post-test knowledge score regarding the stress and coping strategies among the nursing students at selected nursing college, Bangalore.

H₂:- There will be significant association between the post-test knowledge score and selected demographic variables regarding the stress and coping strategies among the nursing students at selected nursing college, Bangalore.

MATERIALS & METHODS

The research design adopted for this study is Evaluative research approach. The research design used for this study is one group pre-test post-test design which belongs to the Pre-experimental study.

The study was conducted in selected nursing college, Bangalore. The sample size of this study comprised of 60 nursing students from selected nursing college, Bangalore, who met the inclusive criteria were selected through the non-probability simple random sampling technique. Structured knowledge Questionnaire and Information booklet was used as a research tool. Since, it is considered to be the most appropriate instrument to elicit the response from subjects. The reliability of the tool was established by using split half method and Karl Spearson's formula. It was found 0.9 for structured knowledge questionnaire and tool was considered reliable for proceeding with main study.

A letter requesting permission was sent to the concerned authority of the selected nursing college, Bangalore prior to the data collection during the month of December 2021, and permission was granted for the same. The data was collected in the month of January 2022 at selected nursing colleges, Bangalore. The data was collected from 60 nursing students by using non-probability simple random sampling. The purpose of questionnaire was explained to the samples with self - introduction. The questionnaire was distributed to the nursing students and they took 15-20 minutes to fill up the answers for the questions and they were very co-operative. After conducting the pre-test, they were distributed for Information booklet for the same and post-test was conducted after 7 days by using the same tool used for the pre-test.

RESULTS

Description of pre-test and post-test knowledge of nursing students regarding Stress & coping.

The data presented in the table-1 shows that 40 (66.6%) nursing students had inadequate knowledge, 15 (25 %) nursing students had moderately adequate knowledge and 5(8.3%) adequate knowledge in the pre-test. The mean is 17.81 and standard deviation was 4.27 in the pre-test knowledge.

Whereas 20 (40%) nursing students had adequate

knowledge, 40 (66.6%) nursing students had moderately adequate knowledge and no one found inadequate knowledge in post-test. The mean is 22.56 and standard deviation of 4.78 was found in the post-test knowledge.

The data presented in a table-2 shows that the obtained [t] value was 16.05, which was found with statistically significant at 0.05 levels.

IMPLICATION OF THE STUDY

The result of the study proceed that nursing students had inadequate knowledge regarding stress & coping strategies. The findings of the study have scope in the following areas,

Nursing Practice

1. Nurses working in the community field should have enough knowledge about coping strategies & able to find an opportunity to teach & improve knowledge regarding stress & coping strategies.

2. Nursing professionals can play a key role in the enhancement of knowledge of Nursing students regarding stress & coping strategies, which could improve the knowledge of nursing students.

Nursing Education

1. Nursing curriculum can be modified with increased emphasis on stress & coping strategies.
2. Students can be also trained to work in care under proper guidance.

Nursing Administration

1. Administrators can organize the educational programs in schools and community areas to provide knowledge regarding stress & coping strategies.
2. The nurse administrator in the higher-level authority must hold discussions & meetings on stress & coping strategies. Based on that, the knowledge of the Nursing students can be assessed and the program can be planned and implemented in school & community at various levels.

Nursing Research

Management & administration authorities give encouragement, motivation & also provide financial support to do research.

ASSUMPTIONS

- Nursing students will have some knowledge regarding selected aspects stress & coping strategies.
- Information booklet may enhance the knowledge of nursing students regarding selected aspects of stress & coping strategies.



LIMITATIONS

1. The study was conducted in selected colleges
2. Sample was selected only from one institution; hence generalization can only be made for the selected sample.
3. The study did not use control group. The investigator had no control over the events that took place between pre test and post test.

RECOMMENDATIONS

Based on the study findings the following recommendations have been made for further study:

1. Similar study can be carried out on larger samples for broader generalization.
2. A similar study can be conducted among staff nurses to assess the knowledge on selected aspects of stress & coping strategies.
3. A comparative study may be conducted to assess the knowledge, belief and practice on stress & coping strategies among nursing students.

4. A comparative study could be conducted in different settings to find out the effectiveness of information booklet.
5. An experimental study could be replicated with a control group.
6. A study could be conducted on large group and different setting and students from various colleges.
7. A study could be conducted to assess the long-term effects of Information booklet in their future service field.
8. A comparative study could be undertaken to evaluate different teaching strategies, self-instructional module (SIM), peer evaluation and education by student nurses.
9. A follow up study of Information booklet could be carried out to find out the effectiveness in terms of retention of knowledge and skill.

Table No. 1: Frequency, percentage, mean and standard deviation of pre-test and post-test knowledge score of nursing students regarding Stress & coping strategies n=60

Knowledge level	Category	Classification of Nursing students knowledge			
		Pre-test		Post-test	
		Frequency(f)	Percentage (%)	Frequency(f)	Percentage (%)
Adequate knowledge	75-100%	5	8.3%	20	33.3%
Moderate knowledge	50-74%	15	25%	40	66.6%
Inadequate knowledge	50% and below	40	66.6%	0	0
Total		60	100	60	100

Table No.2: Mean, Standard Deviation and paired 't' test to determine the effectiveness of Information booklet regarding knowledge on Stress & coping strategies among nursing students n=60

Max score	Mean	SD	Mean difference	paired "t" test	Significance
Pre-Test	17.81	4.27	4.75	16.05	0.05*
Post-Test	22.56	4.78			

Table No.3: Comparison of pre-test and post-test level of knowledge among nursing students regarding Stress & coping strategies n=60

Level of knowledge	Pre-test		Post-test		Chi square test
	No. of nursing students	%	No. of nursing students	%	
Adequate knowledge	5	8.3%	20	33.3%	$\chi^2 = 2.11$ Df=3 P=0.05**
Moderately adequate knowledge	15	25%	40	66.6%	
Inadequate knowledge	40	66.6%	0	0	
Total	60	100	60	100	

DISCUSSION:-

Information booklet was found to be an effective educative method for improving the knowledge of nursing students in the selected nursing college regarding stress & coping strategies. The findings were similar to other studies, which shown that nursing students having good knowledge on stress & coping strategies. In the present

study results revealed that obtained [t] value was 16.05, which were found with statistically significant at 0.05 levels.



CONCLUSION:-

The study concluded that the Information booklet on knowledge regarding stress & coping strategies of nursing students in the selected nursing college carried out was effective in improving the knowledge of nursing students as evidenced by the significant change between pre-test and post-test knowledge score.

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CONFLICT OF INTEREST: Nil

SOURCE OF SUPPORT:

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ETHICAL CLEARANCE:

Obtained from Institutional ethical committee

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